

The Contribution of Work Values and Parental Support to the Career Adaptability of Online Business and Marketing Students

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Abstract

Career adaptability helps vocational high school (SMK) students navigate the school-to-work transition, yet SMK graduates still account for the highest open unemployment rate among education levels in Indonesia. Evidence on its antecedents comes mostly from university students and employees, and few studies have tested an individual factor (work values) and a social factor (parental support) together among SMK students. This study examines their separate and joint contributions to the career adaptability of Online Business and Marketing students at SMK Negeri 1 Boyolangu, Tulungagung. Using a quantitative correlational design, 107 twelfth-grade students completed the Career Adapt-Abilities Scale (CAAS), the Work Values Questionnaire (WVQ), and a career-related parental support scale, and the data were analyzed with multiple linear regression. Parental support was a positive and significant predictor ($\beta = 0.478$, $p < 0.001$), whereas work values were not ($\beta = 0.045$, $p = 0.619$); together, they explained 24.6% of the variance in career adaptability ($F = 16.943$, $p < 0.001$). This study contributes new evidence from an under-examined population: unlike patterns typically reported for college students, work values did not yet predict career adaptability among SMK students, whereas parental support did, suggesting that at this developmental stage career adaptability is shaped more by the social environment than by internalized values. Career guidance in SMK should therefore involve parents systematically.

Keywords: career adaptability; parental support; vocational high school students; work values.

1. INTRODUCTION

Career adaptability refers to an individual's capacity to adjust seamlessly to new and constantly changing work environments; it is a key concept in understanding the dynamics of the transition from the educational world to the professional world (Haenggli & Hirschi, 2020). Individuals with high career adaptability tend to feel comfortable, confident, and satisfied when facing a new work environment, enabling them to navigate various challenges and changes more effectively (Suciningrum et al., 2023), whereas individuals with low career adaptability often view work as a burden, struggle to complete tasks, and are more prone to despair, which can ultimately lead them to give up or even leave their jobs (Andienie & Rahmasari, 2022).

In the context of learners—particularly students who are at a critical stage in their career development—they demonstrate a high level of maturity in terms of career readiness and show concern for their future. However, although this aspect of readiness is fairly well-developed, the dimensions of career curiosity and self-confidence—which are part of this aspect—are still found to fall into the “less adaptive” category, raising questions about the factors influencing their readiness and ability to adapt to the working world (Pratiwi et al., 2024). Adolescents entering vocational high schools (SMK) in Indonesia begin shaping their career paths earlier than their peers in general high schools, as SMK education is specifically designed to prepare graduates to enter the workforce immediately (Lindawati et al., 2022).

Law No. 20 of 2003 on the National Education System formally positions vocational education as a means of equipping students with the competencies needed to enter the workforce. Nevertheless, vocational high school (SMK) graduates still account for a disproportionately high share of Indonesia's open unemployment rate, which stood at 9.01% in August 2024, the highest open unemployment rate among all educational levels—a pattern often attributed to a mismatch between graduates' competencies and labor market needs, as well as limited career readiness among school graduates (Habe & Ahiruddin, 2017). Strong career adaptability is considered essential to help vocational high school students navigate the transition from school to the workforce (Sari & Mulyana, 2025).

Individuals with strong adaptive capacity tend to be more persistent in pursuing better career goals, more open to self-exploration, and more confident in making career decisions (Hamdani &

Satwika, 2026). In addition to adaptability, work values—an individual's beliefs about what is important and meaningful in work—are proposed as both an initial motivator and a predictor of how individuals plan their career paths (Faldesiani, 2021). Recent research on engineering students found that both intrinsic career readiness values and extrinsic career aspiration values shape career choices through the mediating role of career adaptability (Lu et al., 2026). Since these findings and other related evidence primarily come from college student populations—not vocational high school students—and from cultural contexts different from Indonesia's, it remains unclear whether the same patterns apply to vocational high school students in Indonesia (Khotrunada & Widiyanah, 2024).

Beyond individual dispositions such as work values, career adaptability is also shaped by external social factors, the most prominent of which is the family (Mely Miskiyah & Safitri, 2024). The family is often viewed as one of the strongest social influences on an individual's career path because it is the first and closest environment an individual experiences (Affifa & Dyan Prastika, 2024). Parental support in the form of motivation, appreciation, informational guidance, and instrumental assistance has been linked to various career outcomes for students, and broader social support—including that from parents and peers—has been shown to be associated with career adaptability among adolescents who work while attending school (Kvasková et al., 2023).

Given the practical urgency of preparing vocational high school graduates to enter the job market, as well as the limited evidence on how work values and parental support jointly shape the career adaptability of vocational high school students in Indonesia, this study examines the contribution of work values and parental support—both separately and jointly—to the career adaptability of Online Business and Marketing students at SMK Negeri 1 Boyolangu in Tulungagung. Thus, contextual evidence is still needed regarding whether work values and parental support make unique or combined contributions to the career adaptability of vocational high school students in Indonesia, particularly in the Online Business and Marketing program. Specifically, this study examines whether (1) work values contribute significantly to career adaptability; (2) parental support contributes significantly to career adaptability; and (3) work values and parental support together contribute significantly to career adaptability. Based on this, this study examines the contribution of work values and parental support—both partially and simultaneously—to the career adaptability of students in the Online Business and Marketing program at SMK Negeri 1 Boyolangu Tulungagung.

2. METHOD

This study employed a quantitative correlational design to examine the contribution of work values (X1) and parental support (X2) to career adaptability (Y) among vocational high school students. The study population consisted of all 146 twelfth-grade students in the Online Business and Marketing program at SMK Negeri 1 Boyolangu, distributed across four classes (XII BDP 1–4, with 38, 36, 38, and 34 students, respectively). Using the Slovin formula at a 5% error rate, a sample of 107 students was selected and allocated proportionally across the four classes using proportional random sampling, resulting in 28, 26, 28, and 25 students from each class, respectively.

Data were collected via a closed-ended questionnaire administered directly to respondents, supplemented by classroom observations and informal interviews to aid in interpreting the survey results. Three instruments were used, each employing a 5-point Likert scale. Career adaptability (Y) was measured using the validated Indonesian version of the Career Adapt-Abilities Scale (CAAS) (Nurfitriana et al., 2021), consisting of 24 items covering four dimensions: career concern, career control, career curiosity, and career confidence. Work values (X1) were measured using the Work Values Questionnaire (WVQ), which has been adapted for Indonesian students (Sulistobudi & Hutabarat, 2022), consisting of 10 items covering five dimensions: power, achievement, stimulation, self-direction, and tradition.

Parental support (X2) was measured using a 7-item career-related parental support scale, adapted following the approach outlined by Hartanto & Salim (2021), covering emotional, appreciative, instrumental, and informational support. The validity of all three instruments was tested using item-total correlation (Pearson product-moment), with items deemed valid if the calculated r exceeded the table value of 0.190 ($df = 105$, $\alpha = 0.05$); their reliability was tested using Cronbach's alpha with an internal consistency threshold of 0.60. All items on the three instruments met the validity threshold. The Cronbach's alpha values were 0.852 for the work value scale, 0.819 for the parental support scale, and 0.959 for the career adaptability scale, indicating that all three instruments are valid and reliable for use in this study.

Before testing the hypotheses, the data were first tested against the classical assumptions required in multiple linear regression, namely normality, multicollinearity, heteroscedasticity, and autocorrelation. All four assumptions were met: the tolerance and variance inflation factor (VIF) values of 0.882 and 1.133 for both predictors indicate the absence of multicollinearity; the residual scatterplot shows no pattern of heteroscedasticity; and the Durbin-Watson statistic ($d = 2.054$, falling within the autocorrelation-free range of 1.723–2.277 for $n = 107$, $k = 2$) indicates the absence of autocorrelation. The data were analyzed using multiple linear regression with SPSS 26, following the model $Y = a + b_1X_1 + b_2X_2 + \varepsilon$. The F-test was used to test the simultaneous contribution of work value and parental support to career adaptability; the t-test was used to test the partial contribution of each variable; and the coefficient of determination (R^2) was used to assess the proportion of career adaptability variance explained by both predictors. All hypotheses were tested at a significance level of $\alpha = 0.05$.

3. RESULTS AND DISCUSSION

Table 1 presents the results of a multiple regression analysis of work value and parental support on career adaptability.

Table 1. Multiple Regression Coefficients

Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Konstanta)	42,286	10,186	-	4,151	0,000	-	-
Work Value (X1)	0,087	0,175	0,045	0,499	0,619	0,882	1,133
Parental Support (X2)	1,648	0,312	0,478	5,277	0,000	0,882	1,133

Data source: SPSS 26 output, processed primary data ($n = 107$).

The resulting regression equation is $Y = 42.286 + 0.087X_1 + 1.648X_2 + \varepsilon$, where Y is career adaptability, X1 is work value, and X2 is parental support. The partial t-test shows that work value does not contribute significantly to career adaptability ($t = 0.499 < t\text{-table } 1.983$; $\text{sig.} = 0.619 > 0.05$); thus, H1 is rejected. Conversely, parental support contributes positively and significantly to career adaptability ($t = 5.277 > t\text{-table } 1.983$; $\text{sig.} = 0.000 < 0.05$); H2 is accepted. The unstandardized coefficient ($b_2 = 1.648$) indicates that, controlling for work value, each one-unit increase in parental support is associated with a 1.648-point increase in the career adaptability score.

Table 2. Simultaneous Significance Test (F-Test)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regresi	3.864,546	2	1.932,273	16,943	0,000
Residual	11.861,061	104	114,049	-	-
Total	15.725,607	106	-	-	-

Data source: SPSS 26 output, processed primary data. Predictors: (Constant), Parental Support, Work Values; Dependent variable: Career Adaptability.

The F-test showed that work value and parental support together contribute significantly to career adaptability ($F = 16.943 > \text{table } F = 3.10$; $p = 0.000 < 0.05$); H3 is accepted.

Table 3. Koefisien Determinasi

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,496	0,246	0,231	10,679

Data source: SPSS 26 output, processed primary data. Predictors: (Constant), Parental Support, Work Values.

Together, work value and parental support explain 24.6% of the variance in career adaptability ($R^2 = 0.246$), with an R value of 0.496 indicating a fairly strong combined relationship between the two predictors and career adaptability. The remaining 75.4% of the variance is explained by variables outside the scope of this study.

3.1 Work Values and Career Adaptability

Contrary to the proposed hypothesis, work value was not found to significantly predict career adaptability among the Online Business and Marketing students in this study. Field observations and informal interviews provided several possible explanations. A still-developing understanding of career paths. A number of studies identify the formation of vocational identity, exploration of alternatives, self-reflection, and career decision-making as key processes linking psychosocial resources to career adaptation outcomes (Yilmaz, 2026).

Most respondents appeared to have only short-term career perspectives—generally limited to about three years after graduation—rather than long-term plans, and tended to narrowly equate their future careers with the competencies taught in their vocational programs, indicating that their understanding of career paths is still developing. This is consistent with Donald Edwin Super's Career Development Theory, which posits that age and developmental stage limit career maturity: most respondents were under 18 years old and, according to Super's stage model, were still in a period where career preferences are being formed, not yet being pursued (Budiman et al., 2020).

The six-month industrial work placement undertaken by the sample may also have been too brief to translate abstract work values into concrete adaptive behaviors, and because the sample was limited to a single vocational program at a single school, these null results should not be generalized to other majors or types of schools, given that the type and level of education can moderate the relationship between work values and career adaptability (Syafei et al., 2024). These findings differ from recent research on college students, which found that career values—both intrinsic career readiness values and extrinsic career aspiration values—shape career outcomes through the mediating role of career adaptability (Syed Eirfan Atthar, 2026).

One possible explanation for this difference is the stage of development: the participants in this study are still in high school, and most are under 18 years of age; thus, they may not yet have developed a stable value orientation, as has been observed among college-aged respondents in previous studies. Nevertheless, work values remain theoretically important for career and organizational outcomes, as they shape individuals' attitudes, loyalty, and engagement toward work more broadly; their role among vocational high school students may indeed require a different measurement approach or long-term monitoring to be detected (Azzahra & Mapuasari, 2025).

3.2 Parental Support and Career Adaptability

Parental support was found to have a positive and significant impact on students' career adaptability, consistent with the proposed hypothesis. Interviews indicated that students who experienced difficulties in career planning tended to seek guidance from their parents, and students whose parents were actively involved and able to provide resources for career exploration tended to be more engaged in career exploration behaviors, while parental involvement without the provision of adequate resources tended to have the opposite effect. This is consistent with the broader literature, which identifies the family as one of the strongest social influences on the career development of vocational high school students (Ilma & Winingsih, 2024) and shows that social support—including that from parents and peers—is associated with stronger career adaptability and better career outcomes, such as life satisfaction, among adolescents (Handayani & Kurniawati, 2023).

Consideration of future consequences mediates these relationships for career concern, career control, and career curiosity, but not for career confidence (Chen & Phan, 2021). As the first and closest social environment in an adolescent's life, parents can help alleviate the uncertainty that accompanies career transitions and can boost students' confidence in managing their environment. Since vocational high school students are generally between the ages of 15 and 18 and, developmentally, are still in the exploration stage rather than having already set a career direction, family involvement at this age plays a very significant role in helping them connect their personal interests and abilities with realistic career choices (Safitri & Indianti, 2021).

3.3 The Simultaneous Contributions of Work Value and Parental Support

Collectively, work values and parental support were found to significantly predict career adaptability, although work values alone were not significant. Interview data indicate that parents serve as students' primary support system, shaping career readiness not only directly through guidance and resources but also indirectly by fostering a family environment of open communication and cooperation with the school—within which students' work values can develop over time. This aligns with Mark L.

Savickas's Career Development Theory, which posits that career adaptability—comprising concern, control, curiosity, and confidence (Ramadani et al., 2020)—develops through a combination of individual and environmental factors, and that the career development process of adolescents benefits from support that involves both the students and their families (Lestari Paras Aulia, 2025).

The relatively moderate coefficient of determination (24.6%) in this study indicates that, although work value and parental support are relevant, most of the variance in career adaptability among these students is explained by factors not examined in this study—which may include gender, work experience, socioeconomic status, school-based career guidance, and peer influence (Granziera et al., 2026). This reaffirms that career adaptability is a construct determined by many factors, and that interventions intended to strengthen it should not rely on a single lever such as parental support alone (Pradana et al., 2022).

4. CONCLUSION

This study examines the contribution of work values and parental support to the career adaptability of Online Business and Marketing students at SMK Negeri 1 Boyolangu, Tulungagung. Three conclusions can be drawn: (1) work values do not contribute significantly to career adaptability, which is likely because students' work values have not yet crystallized into stable and actionable values at this stage of development; (2) parental support contributes positively and significantly to career adaptability, affirming the family's role as the students' primary support system during the transition from school to the workforce; (3) work values and parental support together contribute significantly to career adaptability, explaining 24.6% of its variance, with most of the remaining variance falling outside the scope of this study.

In practical terms, schools such as SMK Negeri 1 Boyolangu Tulungagung can consider strengthening their career guidance programs—for example, through workshops featuring successful professionals, community leaders, or alumni—to build students' knowledge and readiness for the working world before they enter the job market. Since parental support has been shown to be a stronger predictor in this study, schools can also benefit by formally involving parents in career guidance activities and encouraging open communication between parents and children regarding education and career plans. Students themselves can be introduced to the concept of work values earlier—ideally before entering vocational high school—so they can choose a vocational program with greater confidence and clarity.

AI USAGE STATEMENT

During the preparation of this manuscript, the authors used ChatGPT to assist with language editing, improving sentence clarity, and refining the academic presentation of the manuscript. All AI-assisted content was reviewed, verified, and revised by the authors. The authors take full responsibility for the accuracy, interpretation, originality, and final content of the manuscript.

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